

# Curriculum 2022-23

# History





# Christ Church CE, Lark Hill and Lewis Street Primary Schools



## History Curriculum

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#### Aims

##### The national curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

#### Intent

##### What are we trying to achieve for our children in History?

It is our intent for the History element of our school curriculum to inspire pupils with a curiosity and fascination about the past that will remain with them for the rest of their lives. We want children to enjoy and love learning about History through opportunities to investigate probing and relevant historical questions that will inspire the next generation of historians and archaeologists. Our curriculum should equip pupils with knowledge about diverse people, events and interpretations of the past from the British Isles, Europe and the wider world, together with a deep understanding of the significant people, places and events that have defined the chronological narrative of their local area. It is imperative that our children learn lessons from the past to ensure



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they - and future generations – demonstrate a shared understanding of the past that unites humanity, rather than dividing it. However, it is our **enquiry-based** approach that will enable children to develop historical skills in chronology, interpretation, investigation, analysing historical trends and communicating information in a variety of ways. Most importantly, we want our children to frame historically valid questions and create their own structured accounts of what happened, and why.

We want children to have the opportunity to develop these skills through the use of practical historical experiences and educational visits. As pupils progress, their growing knowledge about the past should help them to deepen their understanding of how people, events and places have been shaped, interconnected and changed over time. They should also begin to appreciate why different perspectives of the past have emerged, and how these can be useful to understanding historical events in their entirety.

Our curriculum will be made up of four **threshold concepts** that will enable progression in knowledge, skills and understanding from Nursery to Year 6. These threshold concepts, as defined by Meyer & Land (2003) should:

- Be **transformative** (shift a child’s perception of a subject);
- **irreversible** (a child could not return to viewing a concept in a more primitive way);
- **integrative** (demonstrates the interrelatedness of a subject area);
- **bounded** (defines the boundaries of a subject area)
- **counter intuitive** (their new understanding may conflict with previously held ideas).

Implementation
<b>How is the curriculum delivered?</b>
<ul style="list-style-type: none"> <li>● Through steps of milestone progression across year groups.</li> <li>● Whole class differentiation through questioning and method of recording.</li> <li>● Through the use of appropriate trips and visits (cultural capital).</li> </ul>

Impact
<b>What difference is the curriculum making?</b>
<ul style="list-style-type: none"> <li>● Children will become more analytical and improved critical thinkers.</li> <li>● To develop children into understanding, broad minded, tolerant citizens.</li> <li>● Enable children to place themselves and their families in the world.</li> </ul>



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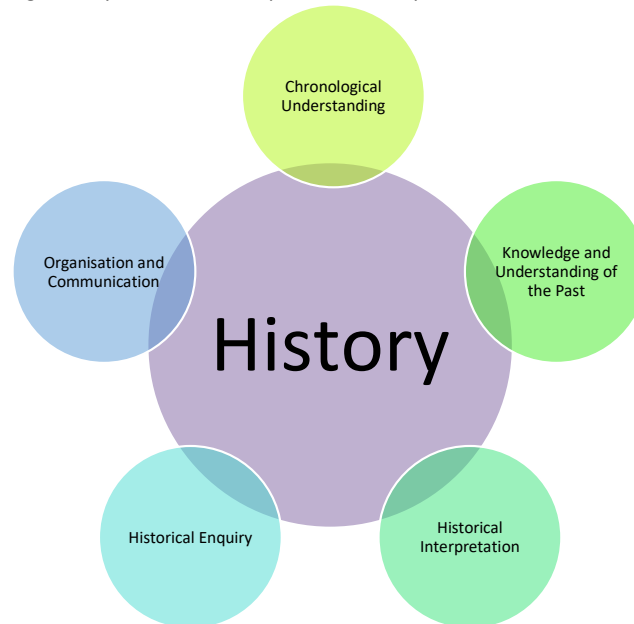
- Through a 2 week time table.
- 30 hours per year delivered.

- To open the children’s eyes to a world before and after them.

### Threshold Concepts

In our curriculum, we define our four **threshold concepts** as:

1. **Chronological Understanding** – understanding the exact order in which events occur. This in turn helps us understand the cause, effect and interrelatedness of those events, and thereby allow us to step back and view the ‘big picture’ of history.
2. **Knowledge and Understanding of the Past** – understanding the people and places that have created significant historical events at local, national and international levels. Children should be knowledgeable about major historical events that still impact us today.
3. **Historical Interpretation** – the process by which we describe, analyse, evaluate, and create an explanation of past events.
4. **Historical Enquiry** – children are shown how to ask questions, select and evaluate evidence and to make judgements about the past. It can demonstrate that there is often more than one side to a story and that history is multi-perspective.
5. **Organisation and Communication** – children should be exposed to history in a variety of ways, including images, written sources, oral histories and databases (such as the census). They will gradually be able to interpret more complex historical information and select the most useful source to support their Historical Enquiry.





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#### Early Years Curriculum

What an EYFS historian needs to understand?	What do they need to know?	How can they show they are historians?
<b>Time passes in sequential order</b>	<ul style="list-style-type: none"> <li>• There are days of the week that repeat and go in order;</li> <li>• There are seasons that repeat and go in order;</li> <li>• The times of the day go in order and repeat everyday e.g. morning is before lunch time</li> </ul>	<ul style="list-style-type: none"> <li>• Start to show the awareness of time in the day e.g. stating it is lunchtime next;</li> <li>• Commenting and noticing on what happens in each season;</li> <li>• Being able to narrate their daily routines/weekly activities</li> </ul>
<b>There are key words/vocabulary associated with the passage of time</b>	<ul style="list-style-type: none"> <li>• Know the past tense of verbs</li> <li>• Know before and after as a concept</li> <li>• Ordering language such as First, next, after that, in the end</li> </ul>	<ul style="list-style-type: none"> <li>• Use past tense with increasing accuracy</li> <li>• Sequence stories/events</li> </ul>
<b>The passage of time changes us all</b>	<ul style="list-style-type: none"> <li>• Stages of human growth from a baby to an elderly</li> <li>• Things are the same/different</li> <li>• Live things do not stay the same over time</li> </ul>	<ul style="list-style-type: none"> <li>• Able to notice changes e.g. a new haircut, new skill in themselves/friends/parents</li> <li>• Able to compare and say what is the same/different about something</li> <li>• Able to notice and celebrate new things they can do – e.g. I can now write letters but when</li> </ul>



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<p><b>The passage of time changes the world around us</b></p>	<ul style="list-style-type: none"> <li>• Notice that things in nature change with time</li> <li>• Know the seasons and key changes to nature in each season</li> <li>• Know names for baby animals</li> <li>• Organic things decay overtime</li> <li>• Know that the plants/chicks/tadpoles grow and change overtime</li> </ul>	<p>I first started Reception, I couldn't</p> <ul style="list-style-type: none"> <li>• Collect the evidence for changing seasons e.g. flowers or shards of ice</li> <li>• Compare the evidence of key man-made structures over time (e.g. pictures of their classroom/school, main street in town)</li> <li>• Sequence a life cycle/stages of growth of a plant/animal</li> </ul>
<p><b>We need to change what we do/wear in response to the passage of time</b></p>	<ul style="list-style-type: none"> <li>• That weather changes according to the seasons</li> <li>• That we need to dress accordingly to keep ourselves safe and comfortable</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on how what we wear changes with the seasons</li> <li>• To develop self-care routines including wearing/choosing appropriate clothes</li> <li>• To narrate why we wear hats in winter and sun-cream in the summer</li> </ul>
<p><b>Events/celebrations take place at specific points of the year.</b></p>	<ul style="list-style-type: none"> <li>• People in our community celebrate special days</li> <li>• Some of the special days repeat annually at the same time for everybody (Christmas in Winter) and some happen annually for them (birthdays)</li> </ul>	<ul style="list-style-type: none"> <li>• Say what might happen on special days e.g. we dress a tree at Christmas</li> <li>• Join in celebrations and sometimes remember what happened last year on that same day</li> </ul>

#### Understanding the World Education Programme



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In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are: **playing and exploring** – children investigate and experience things, and ‘have a go’; **active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; **creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime areas of learning (**PSE, CL, PD**) underpin and are an integral part of children’s learning in all areas.

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

### ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

The ELG is an assessment checkpoint and should not be used as a curriculum – the curriculum should be broad and balanced with a range of experiences and opportunities not limited to teaching to the ELG.

### Year 1 to Year 6 Curriculum

<b>Year One</b>	Autumn – is it better to be a child today?	Spring - How did Manchester change the way we travel?	Summer – is nursing better today than it was in the past?
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<p>Historical knowledge</p> <p><i>(information in italics – explicit historical knowledge skills)</i></p>	<ul style="list-style-type: none"> <li>• Can we sort objects into past and present?</li> <li>• Which toy came first?</li> <li>• Who is the best dressed?</li> <li>• Which birthday party would you like to come to?</li> <li>• How has Blackpool Pleasure Beach changed over time?</li> <li>• How has technology changed childhood?</li> </ul> <p><i>Focus in all lessons: recognise the difference between past and present in their own and others' lives.</i></p>	<ul style="list-style-type: none"> <li>• What is the fastest way of travelling today? <i>(recognise the difference between past and present in their own and others' lives.)</i></li> <li>• How did people travel before the Industrial revolution? <i>(know and recount stories from the past)</i></li> <li>• Why were people scared of the new steam train? <i>(know and recount stories from the past)</i></li> <li>• If trains were so brilliant, why did we need a canal too? <i>(Know and recount stories from the past)</i></li> <li>• Which was better, the Manchester Ship Canal or the Liverpool – Manchester Railway?</li> <li>• Should we build HS2? <i>(recognise the difference between past and present in their own and others' lives.)</i></li> </ul>	<ul style="list-style-type: none"> <li>• What does nursing look like today? <i>(recognise the difference between past and present in their own and others' lives.)</i></li> <li>• How did we heal people before Florence Nightingale?</li> <li>• What did Florence Nightingale change about nursing? <i>(To recall key information about significant people from the past e.g. Mary Seacole, Florence Nightingale, Edith Cavell, Mother Teresa)</i></li> <li>• Why was Mary Seacole an important nurse? <i>(To recall key information about significant people from the past e.g. Mary Seacole, Florence Nightingale, Edith Cavell, Mother Teresa)</i></li> <li>• What are the similarities between Walt Whitman and Edith Cavell? <i>(To recall key information about significant</i></li> </ul>
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**Commented [2]:** 6 enquiry questions (basically – your LOs) to cover over each term.

The italicised brackets are the historical knowledge threshold concepts, so if a question links to that objective, put it in brackets after the question



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			<p><i>people from the past e.g. Mary Seacole, Florence Nightingale, Edith Cavell, Mother Teresa)</i></p> <ul style="list-style-type: none"> <li>• How have nursing practices improved?</li> </ul>
Chronological understanding	<ul style="list-style-type: none"> <li>• To sequence events in their life.</li> <li>• To sequence photographs from different time periods of their life.</li> <li>• To identify photographs from different time periods beyond living memory as old and new.</li> <li>• Identify objects old and new.</li> <li>• To describe memories of key events in their lives in order.</li> <li>• To sequence artefacts from distinctly different time periods.</li> <li>• Begin to describe differences between old and new artefacts.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to sequence photographs of key events studied on a simple timeline.</li> </ul>	<ul style="list-style-type: none"> <li>• To sequence artefacts from distinctly different time periods.</li> <li>• Begin to describe differences between old and new artefacts.</li> </ul> <p>Begin to sequence photographs of key events studied on a simple timeline.</p>

**Commented [3]:** I have taken the chronological understanding concepts and copied them into the topic most appropriate



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	<ul style="list-style-type: none"> <li>● Begin to sequence photographs of key events studied on a simple timeline.</li> </ul>		
Interpretation of History	<ul style="list-style-type: none"> <li>● To begin to compare pictures or photographs of people/events in the past to life today.</li> </ul>	<ul style="list-style-type: none"> <li>● To sort information into fact and fiction using sources such as stories.</li> <li>● To begin to compare pictures or photographs of people/events in the past to life today.</li> </ul>	<ul style="list-style-type: none"> <li>● To begin to compare pictures or photographs of people/events in the past to life today.</li> </ul>
Historical enquiry	<ul style="list-style-type: none"> <li>● To begin to show understanding that we know about the past from recounts, artefacts and photographs.</li> <li>● To sort artefacts into old and new.</li> <li>● To begin to ask questions about artefacts, photographs or recounts using the historical vocabulary taught.</li> </ul> <p>To begin to offer their own opinions about historical concepts/topics.</p>	<ul style="list-style-type: none"> <li>● To begin to show understanding that we know about the past from recounts, artefacts and photographs.</li> <li>● To begin to offer their own opinions about historical concepts/topics.</li> </ul>	<ul style="list-style-type: none"> <li>● To begin to show understanding that we know about the past from recounts, artefacts and photographs.</li> <li>● To find answers to simple questions about the past from sources of information.</li> <li>● To sort artefacts into old and new.</li> </ul>
Organisation and Communication	<ul style="list-style-type: none"> <li>● Communicate knowledge through:</li> </ul>		

**Commented [4]:** I have taken the interpretation of history concepts and copied them into the topic most appropriate

**Commented [5]:** I have taken the enquiry concepts and copied them into the topic most appropriate

**Commented [6]:** These run throughout each topic, so can be merged across the whole year.



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Discussion, drawing pictures, labelling diagrams, drama/ role play, writing

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Year Two	Autumn – How did the fire of Liverpool Road compare to the Great Fire of London?	Spring – How have seaside holidays changed?	Summer – Do you want to be an explorer?
<p>Historical knowledge</p> <p><i>(information in italics – explicit historical knowledge skills)</i></p>	<ul style="list-style-type: none"> <li>• What did Manchester and London look like in 1866?</li> <li>• Why did the fires spread so easily?</li> <li>• How do we know what happened in the fires?</li> <li>• How did the Great Fire of London stop the plague?</li> <li>• How would you redesign a city?</li> <li>• Did anything good come from the fires? <i>(Identify and discuss key events linked to the significant people studied, suggesting why they did things, why events happened and what happened as a result.)</i></li> </ul>	<ul style="list-style-type: none"> <li>• What memories do I have of seaside holidays?</li> <li>• What is the history of whit holidays?</li> <li>• Why were holidays important to poor children in Manchester in the 19<sup>th</sup> century? <i>(To identify differences between ways of life at different times)</i></li> <li>• What were seaside holidays like in the 19<sup>th</sup> century? <i>(To identify differences between ways of life at different times)</i></li> <li>• How did people travel to the seaside?</li> <li>• Can I organise primary sources from our topic into chronological order?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the best way to travel as an explorer?</li> <li>• Did Christopher Columbus ‘discover’ America? <i>(To talk about and recall key information about significant people from the past)</i></li> <li>• Why do we remember Amelia Earhart? <i>(To talk about and recall key information about significant people from the past)</i></li> <li>• Why was Neil Armstrong’s voyage so important? <i>(To talk about and recall key information about significant people from the past)</i></li> <li>• Which explorer is the odd one out, Earhart, Columbus</li> </ul>



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			<p>or Armstrong? <i>(To identify differences between ways of life at different times)</i></p> <ul style="list-style-type: none"> <li>Where are we exploring now?</li> </ul>
Chronological understanding	<ul style="list-style-type: none"> <li>To identify and sequence objects from different time periods beyond living memory.</li> <li>Sequence key facts of an event studied.</li> </ul>	<ul style="list-style-type: none"> <li>To match objects to people from different time periods.</li> <li>To sequence photographs from different time periods beyond living memory.</li> <li>To describe difference between time periods and begin to offer some explanation.</li> <li>Describe significant memories linked to national life (e.g. family weddings/royal weddings etc).</li> </ul>	<ul style="list-style-type: none"> <li>To match objects to people from different time periods.</li> <li>To sequence photographs from different time periods</li> <li>To identify and sequence objects from different time periods beyond living memory.</li> <li>To describe difference between time periods and begin to offer some explanation.</li> <li>Sequence photographs of key events studied on a timeline.</li> <li>Describe significant memories linked to national life (e.g. family weddings/royal weddings</li> </ul>

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			etc).
Interpretation of History	<ul style="list-style-type: none"> <li>To distinguish between fact and fiction.</li> <li>To begin to compare two versions of the same past event.</li> <li>Discuss reliability of sources.</li> </ul>	<ul style="list-style-type: none"> <li>To compare pictures or photographs of people/events in the past to life today by identifying similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>To compare pictures or photographs of people/events in the past to life today by identifying similarities and differences</li> </ul>
Historical enquiry	<ul style="list-style-type: none"> <li>To understand we know about the past from recounts, artefacts and photographs and that these are called sources.</li> <li>To ask questions about artefacts, photographs, recounts and other forms of historical evidence e.g. newspaper reports using the historical vocabulary taught</li> <li>To offer their own opinions about historical concepts/ topics.</li> </ul>	<ul style="list-style-type: none"> <li>To understand we know about the past from recounts, artefacts and photographs and that these are called sources.</li> <li>To ask questions about artefacts, photographs, recounts and other forms of historical evidence e.g. newspaper reports using the historical vocabulary taught.</li> <li>To offer their own opinions about historical concepts/ topics.</li> </ul>	<ul style="list-style-type: none"> <li>To understand we know about the past from recounts, artefacts and photographs and that these are called sources.</li> <li>To use sources to answer questions about the past using simple observations.</li> <li>To ask questions about artefacts, photographs, recounts and other forms of historical evidence e.g. newspaper reports using the historical vocabulary taught</li> </ul> <p>To offer their own opinions about historical concepts/ topics.</p>
Organisation and Communication	<ul style="list-style-type: none"> <li>Communicate knowledge through: discussion, drawing pictures, labelling diagrams, drama/ role play, writing,</li> </ul>		

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**Commented [10]:** I have taken the enquiry concepts and copied them into the topic most appropriate

**Commented [11]:** These run throughout each topic, so can be merged across the whole year.

## History Curriculum

	timelines
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Year Three	Autumn – What changed during the Stone Age?	Spring - Was the River Nile more important than the Pyramids?	Summer – What impact did the Romans have on Britain?
<p>Historical knowledge</p> <p><i>(information in italics – explicit historical knowledge skills)</i></p>	<ul style="list-style-type: none"> <li>How is the Stone Age represented today?</li> <li>What was it like to be a nomad? <i>(Find out about the everyday lives of the people in the time periods studied)</i></li> <li>How did life change for people in the Mesolithic period? <i>(find out about the everyday lives of the people in the time periods studied)</i></li> <li>Can you design a Neolithic Stone Age village? <i>(Compare the lives of those in the past to life today)</i></li> <li>Why was Stonehenge built? <i>(to begin to offer explanations, reasons for and results of people’s actions)</i></li> <li>What were the main</li> </ul>	<ul style="list-style-type: none"> <li>When was Ancient Egypt?</li> <li>What was life like for Ancient Egyptians? <i>(Find out about the everyday lives of the people in the time periods studied)</i></li> <li>What did Ancient Egyptians believe? <i>(to begin to offer explanations, reasons for and results of people’s actions)</i></li> <li>Why were the pyramids important to the Ancient Egyptians? <i>(Find out about the everyday lives of the people in the time periods studied)</i></li> <li>Was Howard Carter a hero, or a villain? <i>(Begin to identify key features and events of times studied)</i></li> <li>Why was the River Nile important to the Ancient Egyptians? <i>(Compare the lives of those in the</i></li> </ul>	<ul style="list-style-type: none"> <li>Who came first Claudius or Caesar?</li> <li>Why did the Romans invade? <i>(to begin to offer explanations, reasons for and results of people’s actions)</i></li> <li>What was life like for a Roman soldier? <i>(Find out about the everyday lives of the people in the time periods studied)</i></li> <li>Who revolted against the Romans? <i>(to begin to offer explanations, reasons for and results of people’s actions)</i></li> <li>Why did the Romans leave Britain? <i>(to begin to offer explanations, reasons for and results of people’s actions)</i></li> <li>What is the legacy of the Romans in Britain? <i>(Compare the</i></li> </ul>

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	changes that occurred between the Palaeolithic, Mesolithic and Neolithic periods? ( <i>Begin to identify key features and events of times studied</i> )	<i>past to life today)</i>	<i>lives of those in the past to life today)</i>
Chronological understanding		<ul style="list-style-type: none"> <li>Place periods studied on a timeline.</li> <li>Use dates and terms related to the time periods studied and the passing of time.</li> <li>Sequence several events or artefacts.</li> </ul>	
	To begin to understand and use the terms BCE (BC) and CE (AD) place them on a timeline.		
Interpretation of History	<ul style="list-style-type: none"> <li>To begin to identify and give reasons for different ways the past is represented.</li> <li>To look at different representations of a time period (e.g artefacts, photos, cartoons, recounts etc) and begin to offer reasons as to why they might differ using their knowledge of reliability.</li> <li>To begin to make inferences about a society based on artefacts and findings.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to make inferences about a society based on artefacts and findings.</li> <li>To begin to distinguish between different sources to compare different versions of the same event.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to make inferences about a society based on artefacts and findings.</li> <li>To begin to distinguish between different sources to compare different versions of the same event.</li> <li>To begin to identify and give reasons for different ways the past is represented.</li> </ul>
Historical enquiry	<ul style="list-style-type: none"> <li>Use a range of sources to find out about the time period</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about the time period studied.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about the time period</li> </ul>

**Commented [13]:** I have taken the chronological understanding concepts and copied them into the topic most appropriate

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	<p>studied.</p> <ul style="list-style-type: none"> <li>To begin to identify primary and secondary sources.</li> <li>Begin to use the internet and books for research.</li> <li>To ask questions about artefacts, photographs, recounts and other forms of historical evidence e.g. newspaper reports using the historical vocabulary taught</li> <li>Select and record information relevant to the enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>To begin to identify primary and secondary sources.</li> <li>To begin to observe small details from sources such as artefacts, pictures etc.</li> <li>To ask questions about artefacts, photographs, recounts and other forms of historical evidence e.g. newspaper reports using the historical vocabulary taught</li> <li>Select and record information relevant to the enquiry.</li> <li>Begin to use the internet and books for research.</li> </ul>	<p>studied.</p> <ul style="list-style-type: none"> <li>To begin to identify primary and secondary sources.</li> <li>To begin to observe small details from sources such as artefacts, pictures etc.</li> <li>Select and record information relevant to the enquiry.</li> <li>Begin to use the internet and books for research.</li> <li>To offer their own opinions about historical concepts/ topics, beginning to use historical knowledge to offer reasoning/explanation</li> </ul>
Organisation and Communication	<ul style="list-style-type: none"> <li>Begin to recall, select and organise historical information using a range of methods, including: discussion, drawing pictures, timelines, graphs, labelling diagrams, drama/role play, writing, ICT</li> <li>To develop confidence when communicating and presenting their knowledge and understanding.</li> <li>To begin to self-select and organise information to produce structured work, making some use of dates and terms.</li> </ul>		

**Commented [16]:** These run throughout each topic, so can be merged across the whole year.

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<b>Year Four</b>	Autumn - Can we thank Ancient Greece for anything in our lives	Spring – Why did the Anglo-Saxons invade?	Summer – How has Salford and the Bridgewater Canal changed over
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## History Curriculum

	today?		time?
<p>Historical knowledge</p> <p><i>(information in italics – explicit historical knowledge skills)</i></p>	<ul style="list-style-type: none"> <li>How can we possibly know so much about the Ancient Greeks, who lived over 2,500 years ago?</li> <li>What can we work out about everyday Athens from primary sources? <i>(To use the information gained from sources to build up a picture of the past.)</i></li> <li>What was life like for women in Athens? <i>(To identify key features and events of times studied and begin to make comparisons between them)</i></li> <li>What was daily life like for children in Ancient Greece? <i>(To identify key features and events of times studied and begin to make comparisons between them)</i></li> <li>What can we learn about Ancient Greece from what's left behind? <i>(To use the information gained from sources to build up a picture of the past.)</i></li> </ul>	<ul style="list-style-type: none"> <li>Why did the Romans leave Britain? <i>(To offer explanations, reasons for and results of people's actions)</i></li> <li>Where did the Anglo Saxons come from and where did they settle?</li> <li>Why did the Anglo Saxons invade Britain? <i>(To offer explanations, reasons for and results of people's actions)</i></li> <li>Do we live near any Anglo Saxon settlements?</li> <li>What does art tell us about the Anglo Saxons?</li> <li>Why did Anglo Saxon religious beliefs change? <i>(Begin to offer explanation for some events)</i></li> </ul>	<ul style="list-style-type: none"> <li>What was Salford like before the 1700s? <i>(To use the information gained from sources to build up a picture of the past)</i></li> <li>How did the Industrial Revolution change Salford?</li> <li>What was life like in Salford during the Industrial Revolution? <i>(To use the information gained from sources to build up a picture of the past)</i></li> <li>Can canals change the world? <i>(Begin to offer explanation for some events)</i></li> <li>How has Salford changed over time? <i>(To use the information gained from sources to build up a picture of the past)</i></li> <li>How does Salford continue to change the world?</li> </ul>



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## History Curriculum

	<ul style="list-style-type: none"> <li>What still exists today from the time of the Ancient Greeks?</li> </ul>		
Chronological understanding	<ul style="list-style-type: none"> <li>To understand and confidently use the terms BCE (BC) and CE (AD) and place them on a timeline.</li> <li>Use relevant terms and dates to describe the time period studied.</li> </ul>	<ul style="list-style-type: none"> <li>Place the events of the periods studied on a timeline.</li> </ul>	
Interpretation of History	<ul style="list-style-type: none"> <li>To identify and give reasons for different ways the past is represented</li> <li>To make inferences about a society based on artefacts and findings.</li> <li>To look at different representations of a time period (e.g artefacts, photos, cartoons, recounts etc) and offer reasons as to why they might differ using their knowledge of reliability</li> </ul>	<ul style="list-style-type: none"> <li>To distinguish between different sources to compare different versions of the same event.</li> <li>To make inferences about a society based on artefacts and findings.</li> <li>To look at different representations of a time period (e.g artefacts, photos, cartoons, recounts etc) and offer reasons as to why they might differ using their knowledge of reliability</li> </ul>	<ul style="list-style-type: none"> <li>To identify and give reasons for different ways the past is represented.</li> <li>To distinguish between different sources to compare different versions of the same event.</li> <li>To look at different representations of a time period (e.g artefacts, photos, cartoons, recounts etc) and offer reasons as to why they might differ using their knowledge of reliability</li> </ul>
Historical enquiry	<ul style="list-style-type: none"> <li>To identify primary and secondary sources.</li> <li>To observe small details from sources such as artefacts,</li> </ul>	<ul style="list-style-type: none"> <li>To identify primary and secondary sources.</li> <li>To observe small details from sources such as artefacts, pictures etc.</li> </ul>	<ul style="list-style-type: none"> <li>To identify primary and secondary sources.</li> <li>Choose relevant sources to present a picture of one aspect of</li> </ul>

**Commented [18]:** I have taken the chronological understanding concepts and copied them into the topic most appropriate

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	<p>pictures etc.</p> <ul style="list-style-type: none"> <li>Choose relevant sources to present a picture of one aspect of life in the past.</li> <li>To offer their own opinions about historical concepts/ topics, using historical knowledge to offer reasoning/explanation</li> </ul>	<ul style="list-style-type: none"> <li>Choose relevant sources to present a picture of one aspect of life in the past.</li> <li>Use the internet and books for research.</li> <li>To offer their own opinions about historical concepts/ topics, using historical knowledge to offer reasoning/explanation</li> </ul>	<p>life in the past.</p> <ul style="list-style-type: none"> <li>Use the internet and books for research.</li> </ul>
Organisation and Communication	<ul style="list-style-type: none"> <li>Recall, select and organise historical information using a range of methods, including: discussion, drawing pictures, timelines, graphs, labelling diagrams, drama/role play, writing, ICT, databases, debate               <ul style="list-style-type: none"> <li>Communicate and present their knowledge and understanding clearly.</li> </ul> </li> <li>To develop confidence when self-selecting and organising information to produce structured work, making some use of dates and terms.</li> </ul>		

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Year Five	Autumn - How do the Mayans compare to other civilisations?	Spring – Can a good person be a bad leader?	Summer – Does slavery still exist?
<p>Historical knowledge</p> <p><i>(information in italics – explicit historical knowledge skills)</i></p>	<ul style="list-style-type: none"> <li>When in History did the Mayan civilisation happen?</li> <li>What can we learn from the Mayans, using their artefacts? <i>(study different aspects of people)</i></li> </ul>	<ul style="list-style-type: none"> <li>When was the Tudor era?</li> <li>How did the Tudors rule? <i>(to examine the causes and results of great events and the impact on people)</i></li> <li>What did Henry VIII achieve as the King? <i>(to identify key features and events of times studied and make comparisons)</i></li> </ul>	<ul style="list-style-type: none"> <li>Did slavery exist in the Ancient World? <i>(study different aspects of people throughout history e.g. the differences between men and women)</i></li> <li>How did the system of</li> </ul>

### History Curriculum

	<p><i>throughout history e.g. the differences between men and women)</i></p> <ul style="list-style-type: none"> <li>• How did life in ancient Maya compare to life in Britain at that time? <i>(to identify key features and events of times studied and make comparisons between them)</i></li> <li>• What do buildings in Tikal tell us about the Mayans?</li> <li>• What did the ancient Mayans believe in?</li> <li>• Why did the Mayan civilisation collapse? <i>(to identify key features and events of times studied and make comparisons between them)</i></li> </ul>	<p><i>between them)</i></p> <ul style="list-style-type: none"> <li>• What did Queen Elizabeth I achieve as the Queen? <i>(to identify key features and events of times studied and make comparisons between them)</i></li> <li>• Were Sir Walter Raleigh and Francis Drake intrepid explorers or violent colonisers? <i>(compare an aspect of life with the same aspect in another period)</i></li> <li>• Who was a more significant monarch, Henry VIII or Elizabeth I? <i>(to identify key features and events of times studied and make comparisons between them)</i></li> </ul>	<p>slavery work? <i>(study different aspects of people throughout history e.g. the differences between men and women)</i></p> <ul style="list-style-type: none"> <li>• Did the 1833 Slavery Abolition Act successfully stop slavery? <i>(to examine the causes and results of great events and the impact on people)</i></li> <li>• Why was the Underground Railroad so important to black African Americans? <i>(to examine the causes and results of great events and the impact on people; study different aspects of people throughout history e.g. the differences between men and women)</i></li> <li>• Did everyone in Manchester really want to abolish slavery? <i>(to identify key features and events of times</i></li> </ul>
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### History Curriculum

			<p><i>studied and make comparisons between them)</i></p> <ul style="list-style-type: none"> <li>• What does slavery look like today? (<i>compare an aspect of life with the same aspect in another period</i>)</li> </ul>
Chronological understanding	<ul style="list-style-type: none"> <li>• To sequence key events of time periods studied on a timeline.</li> <li>• To make comparisons between different times in the past.</li> <li>• To refer to common features in different time periods.</li> </ul>		
Interpretation of History	<ul style="list-style-type: none"> <li>• To make inferences about a society based on a range of historical sources.</li> <li>• To analyse and compare a range of sources about the same event, offering explanation as to why they may differ.</li> </ul>	<ul style="list-style-type: none"> <li>• To look at different representations of a time period and the same key event (e.g artefacts, photos, cartoons, recounts etc) and offer reasons as to why they might differ using their knowledge of reliability</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• To analyse and compare a range of sources about the same event, offering explanation as to why they may differ.</li> </ul>
Historical enquiry	<ul style="list-style-type: none"> <li>• To offer evidence to build up a picture of the past.</li> <li>• To select relevant sections of information from sources and begin to suggest why this</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to compare and evaluate the reliability of primary and secondary sources and understand how they differ.</li> <li>• To further develop their own opinions</li> </ul>	<ul style="list-style-type: none"> <li>• To begin to compare a range of accounts of an event and evaluate critically.</li> <li>• To begin to understand that we do not know everything</li> </ul>

**Commented [23]:** I have taken the chronological understanding concepts and copied them into the topic most appropriate

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### History Curriculum

	<p>information may be more reliable.</p> <ul style="list-style-type: none"> <li>To confidently use the internet and books for research, beginning to make decisions about what information is reliable and accurate</li> </ul>	<p>about historical concepts/ topics, using historical knowledge to offer reasoning/explanation.</p>	<p>about history and that a lot of it is the perspective of historians.</p> <ul style="list-style-type: none"> <li>To begin to offer their own perspective and judgements on time periods.</li> </ul>
<p>Organisation and Communication</p>	<ul style="list-style-type: none"> <li>Recall, select and organise historical information in greater detail using a range of methods, including: discussion, drawing pictures, timelines, graphs, labelling diagrams, drama/role play, writing, ICT, databases             <ul style="list-style-type: none"> <li>Communicate and present their knowledge and understanding clearly and in greater detail.</li> </ul> </li> <li>To develop confidence when self-selecting and organising information to produce structured work, making some use of dates and terms.</li> </ul>		

**Commented [26]:** These run throughout each topic, so can be merged across the whole year.

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<p><b>Year Six</b></p>	<p>Autumn – What was life like in Eccles during the reign of Q Victoria? <b>(22-23 only)</b></p>	<p>Spring – What was the impact of World War Two on Britain?</p>	<p>Summer – Were the Vikings the most ruthless invaders of all?</p>
<p>Historical knowledge <i>(information in italics – explicit historical knowledge skills)</i></p>	<ul style="list-style-type: none"> <li>What does 'The industrial revolution' mean?</li> <li>What were the living conditions for the poor like? <i>(To offer explanation for events using empathy to suggest reasons for people's behaviour, understanding that beliefs,</i></li> </ul>	<ul style="list-style-type: none"> <li>How did the Treaty of Versailles contribute to the causes of WW2? <i>(to offer explanation for events using empathy to suggest reasons for people's behaviour, understanding that beliefs, behaviour and motives of people are not always shared.)</i></li> <li>What were the major events for</li> </ul>	<ul style="list-style-type: none"> <li>Were there any similarities between the Viking invasion of England and the Nazi invasion of Europe? <i>(Compare the lives of people in the 'early' and 'late' times studied, using historical knowledge to offer explanation for similarities and differences)</i></li> </ul>

## History Curriculum

	<p><i>behaviour and motives of people are not always shared)</i></p> <ul style="list-style-type: none"> <li>• Where were mills in Eccles and Patricroft?</li> <li>• How did the Railway help our local area? <i>(to examine the cause and results of great events studied and make comparisons between them)</i></li> <li>• What is child labour and how did it look in the Victorian times? <i>(compare an aspect of life with the same aspect in another period, using their historical knowledge to offer explanation for similarities and differences)</i></li> <li>• What was a Victorian Christmas like?</li> </ul>	<p>Britain in WW2? <i>(to examine the cause and results of great events studied and make comparisons between them)</i></p> <ul style="list-style-type: none"> <li>• How has warfare changed throughout the 20<sup>th</sup> and 21<sup>st</sup> centuries? <i>(to examine the cause and results of great events studied and make comparisons between them)</i></li> <li>• What was the Battle for Britain and how did the homefront contribute towards the war effort?</li> <li>• What was it like to be an evacuee? <i>(compare an aspect of life with the same aspect in another period, using their historical knowledge to offer explanation for similarities and differences)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Where did the Vikings invade, and why? <i>(To examine the causes and results of great events and the impact on people, using evidence to support and illustrate their explanation)</i></li> <li>• How important were Viking religious beliefs during battle?</li> <li>• Did the Vikings and Anglo Saxons live peacefully alongside each other? <i>(To offer explanation for events using empathy to suggest reasons for people's behaviour, understanding that beliefs, behaviour and motives of people are not always shared)</i></li> <li>• How did the Anglo-Saxons govern a minority group, such as the Vikings? <i>(Compare the lives of people in the 'early' and 'late' times studied, using historical knowledge to offer explanation for similarities and differences)</i></li> <li>• What went wrong in 1066? <i>(To examine the cause and results of</i></li> </ul>
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### History Curriculum

			<i>great events studied and make comparisons between them)</i>
Chronological understanding	<ul style="list-style-type: none"> <li>To relate current studies to previous studies.</li> <li>To place time periods studied on a timeline in relation to other studies, describing using vocabulary linked to the passing of time.</li> </ul>		
Interpretation of History	<ul style="list-style-type: none"> <li>To look at different representations of a time period and the same key event (e.g. artefacts, photos, cartoons, recounts etc), offer reasons as to why they might differ using their knowledge of reliability and consider ways of checking accuracy of interpretations</li> </ul>	<ul style="list-style-type: none"> <li>To link sources about the same key event and work out how historical conclusions were arrived at.</li> </ul>	<ul style="list-style-type: none"> <li>To confidently make inferences about a society based on a range of historical sources.</li> </ul>
Historical enquiry	<ul style="list-style-type: none"> <li>To confidently offer their own opinions about historical concepts/ topics, using historical knowledge to offer reasoning/explanation.</li> <li>To offer their own perspective/ judgements on time periods</li> <li>To compare a range of</li> </ul>	<ul style="list-style-type: none"> <li>To compare and evaluate the reliability of primary and secondary sources and explain how they differ.</li> <li>To identify omissions and suggest what this tells us about the past.</li> <li>Collect knowledge from several sources to offer a fluent account of historical events.</li> <li>To offer their own perspective/</li> </ul>	<ul style="list-style-type: none"> <li>To offer a range of evidence to build up a picture of the past, offering reasoning as to why the information chosen is more reliable.</li> <li>To confidently use the internet and books for research, making decisions about what information is reliable and accurate.</li> <li>To understand that we do not know everything about history</li> </ul>

**Commented [28]:** I have taken the chronological understanding concepts and copied them into the topic most appropriate

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	accounts of an event and evaluate critically, offering reasons for different versions of events.	judgements on time periods	and that a lot of it is the perspective of historians
Organisation and Communication	<ul style="list-style-type: none"> <li>Confidently recall, select and organise historical information in greater detail using a range of methods, including: discussion, drawing pictures, timelines, labelling diagrams, drama/role play, writing, ICT</li> <li>Confidently communicate and present their knowledge and understanding clearly and in greater detail.</li> <li>Self-select and organise information to produce structured work, making use of dates and terms.</li> </ul>		

**Commented [31]:** These run throughout each topic, so can be merged across the whole year.

### Vocabulary

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological Understanding</b>	today yesterday day week now a long time ago	tomorrow the present the past the future month long ago new/recent lifetime calendar	decade modern timeline date order passing of time	chronological order era/period	A.D (Anno Domini) B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) thousands of years		Millennium 20th century	
<b>Historical Knowledge</b>	parents grandma/grandad	parent grandparent	the older generation	memorial	Palaeolithic era (old stone age)	civilisation		Victorian era



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		great grandparent			Mesolithic (middle of stone age) Neolithic era (New stone age) Bronze Age Iron age invasion			
<b>Interpretation of History</b>	old new	similar different	important opinion because	impact significant however	effects reason change this suggests... maybe perhaps could be ? infer this source suggests this source doesn't show that...	consequences impact effects cause/s suggest My conclusion is that.... I can infer that... reliability different experiences on one hand could have been... might have been...	to weigh up both sides of the argument that... impression continuity one sided	turning point the source omits to mention... the purpose .... biased motive
<b>Historical Enquiry</b>	Who? What? photograph images paintings	clue detective object memory remember Where...?	living memory object/artefact When...?	source diary investigate research evidence historians experts letters	archaeologist archaeology first hand evidence second hand evidence variety of sources	primary and secondary sources eye witness		



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### History Curriculum

				newspapers websites Why...?	myths and legends		
<b>Organisation and Communication</b>	draw retell label role play	write key words Drama/role play	Discuss recount Write draw diagrams	timelines	Graphs Label diagrams ICT	databases debate	

### Whole School History Long Term Plan

Term	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Aut</b>	Me, my family and pets  If you go down to the woods today. I spy with my little eye...	Family, festivals and food. I wonder how it's made?  We're not scared	How do children's lives in the past compare to today?	How did the fire of Liverpool road compare to the great fire of London? (A local study)	How much has life changed from the Stone Age?	How have the Greeks influenced our lives today?	What was life for the Maya?	Has equality always meant the same for all groups in Britain?
<b>Spr</b>	I wonder who works there? Real life superheroes  Stretch and grow	Our world far and wide (Poles apart text)  How does your garden grow?	How has travel and transport changed over time? (local study)	How have seaside holidays changed?	How can we discover what Ancient Egypt was like over 5,000 years ago?	Why did the Anglo-Saxons invade?	Can a bad person be a good leader? (Tudors) (local study)	What was the impact of WW2 on the UK, including Manchester? (local study)
<b>Sum</b>	On the move I wonder how it works?	Imagine that! Once upon a time...	How has nursing changed? History of Nursing (Mary	Do you want to be an explorer? (Christopher Columbus,	What impact did the Romans have on life in Britain? (local study)	How has Salford and the Bridgewater Canal changed	Does slavery still exist?	Were the Vikings the most ruthless invaders of all?



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### History Curriculum

	We're off to places new (transition) Ship ahoy! Where shall we sail?	Are we nearly there yet? I wonder if everything changes? (transition)	Seacole, Florence Nightingale, Edith Cavell, Walt Whitman)	Amelia Earhart, Neil Armstrong)		over time? (local study)		
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Sticky Knowledge	Concept	Sticky Knowledge – whole school map							
		Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Settlement</b> – What types of home do people live in? How have world events impacted on our homes?	Understand that the passage of time changes the world.		Childhood	Great Fire of London/ Liverpool Road	Stone Age  Romans	Anglo-Saxons  Salford/ Bridgewater Canal	Mayans	Victorians  WW2  Vikings
	<b>Beliefs</b> – What religious beliefs do people have? Why is religion important to different groups of people?					Ancient Egypt	Anglo-Saxons	Mayans  Tudors	Vikings



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	<p><b>Travel / Exploration –</b> How have people explored and transported goods between places? - What impact has exploration had on indigenous populations? - what empires have existed over time?</p>		Manchester travel	Explorers	Stone Age Romans	Anglo-Saxons Salford/ Bridgewater Canal	Mayans Tudors Slavery	Victorians Vikings
	<p><b>Significant People -</b> How have individuals changed the course of history?</p>	Understand that the passage of time changes us all.	Nursing Manchester travel	Explorers	Romans	Ancient Greeks Salford/ Bridgewater Canal	Tudors Slavery	WW2
	<p><b>Inventions (inc food/ farming)</b> - What inventions have transformed people's lives?</p>	Understand that the passage of time changes the world.	Manchester travel Nursing	Explorers	Stone Age Ancient Egypt Romans	Ancient Greeks Salford/ Bridgewater Canal		Victorians WW2



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	<b>Equality</b> – How has life been different for minority groups (women, ethnic minorities, LGBTQIA+, working classes)?		Nursing	Seaside holidays	Ancient Egypt	Salford/ Bridgewater Canal Greeks	Slavery	Victorians WW2
	<b>Government</b> - Are governments always representative of the people?					Ancient Greeks Anglo-Saxons	Tudors Slavery	WW2 Vikings
	<b>Location</b>	Covered throughout all topics						
	<b>Dates</b>	Covered throughout all topics						



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### History Curriculum

#### Useful Links

<https://www.risingstars-uk.com/blog/june-2018/top-10-points-for-outstanding-primary-history-teac>

<https://www.keystagehistory.co.uk/primary-history/>

<https://www.history.org.uk/files/download/20260/1540545669/PH80GoodpracticeQMBForrestMJones.pdf>

<https://www.history.org.uk/primary/module/3657/primary-teaching-methods>

<https://www.tes.com/news/how-teach-primary-school-history-8-ofsted-findings>

<https://educationinspection.blog.gov.uk/2021/04/27/history-in-outstanding-primary-schools/>

<https://www.gov.uk/government/publications/research-review-series-history/research-review-series-history#effective-teaching-in-history>